DOCUMENT RESUME

ED 293 208 EA 019 949

TITLE Program Guide for In-School Suspension.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.
PUB DATE 86
NOTE 97p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Educational Facilities Planning; Elementary Secondary Education; Guidelines; *High Risk Students; *In School Suspension; *Program Administration; Program Budgeting; Program Design; Program Development; Program Effectiveness; Program Evaluation; *Remedial Programs; State Curriculum Guides; *State Standards; Suspension
IDENTIFIERS North Carolina; North Carolina State Department Public Instruction

ABSTRACT

The in-school suspension program, an integral aspect of a comprehensive dropout prevention program, insures the opportunity for high-risk students to achieve minimum competencies as outlined in North Carolina's Basic Education Program standards for student performance. Accordingly, the purpose of this program guide is to provide assistance to local education agencies in developing and improving such in-school suspension programs. After a brief overview, the first section provides guidelines for administration of the in-school suspension program, including program objectives, budgeting management, staffing management, facilities management, other budgeting considerations, student placement, and program evaluation. The second section provides guidelines for program content, including recommendations for principals, teachers, and coordinators and elements of an effective program. The final section addresses the need for program support, including a statement of purpose, recommendations for parental involvement, and coordination of external and internal resources. References are included, and the following forms are appended: (1) program referral forms, (2) parental notification forms, (3) teacher notification forms, (4) student development plans, (5) behavior contracts, (6) forms for students' classroom assignments, (7) re-entry forms (8) program guidelines, and (9) reporting forms. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED293208

in-school suspension PROGRAM GUIDE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

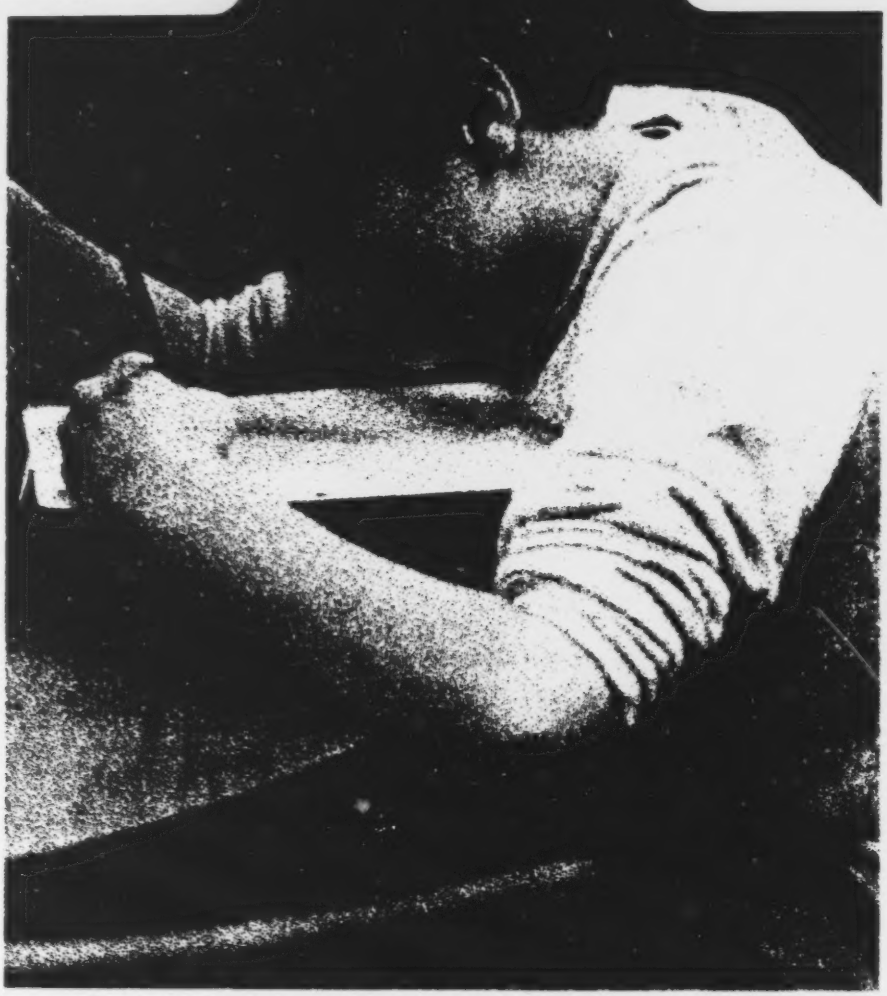
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Brumback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



Dropout Prevention Section • Division of Support Programs • Support Services Area
North Carolina Department of Public Instruction

EA 019949

BEST COPY AVAILABLE

PROGRAM GUIDE

FOR

IN-SCHOOL SUSPENSION

Dropout Prevention Section
Department of Public Instruction
Support Services Area
Division of Support Programs
Raleigh, North Carolina

1986

FOREWORD

The purpose of this program guide is to provide assistance to LEAs in the development and improvement of in-school suspension programs -- an approach that can promote students' self-discipline. The in-school suspension program, an integral aspect of a comprehensive dropout prevention program, insures the opportunity for high-risk students to achieve minimum competencies as outlined in the Basic Education Program standards for student performance based on the mastery of specific competencies is one significant reason for establishment of the Basic Education Program in North Carolina.

In-school suspension provides continuity in schooling so that high-risk students will not experience interruptions as they pursue the curriculum described in the Basic Education Program to master the required competencies.

In-school suspension can be an important aspect of a school's overall approach to discipline as it provides:

-- a practical alternative to out-of-school suspension, and

-- an opportunity for coordinating efforts with administrators, counselors and teachers in resolving and/or lessening students' learning and adjustment problems by addressing underlying causes of inappropriate and/or unacceptable behavior.

Keeping young people in school requires the implementation of programs and services that provide:

-- opportunities for students to develop the degree of self-discipline required to take advantage of school's academic program, and

-- assistance to students in examining their behavior and the consequences of their actions.

Though program design and operation will vary among local education agencies, this guide includes major elements which are common to in-school suspension program which have proven effective.

The recommendations are a compilation of results of successful programs throughout our state.

We acknowledge the assistance of the Ad Hoc Task Force for In-School Suspension for their contributions to this program guide.

Theodore R. Drain
Assistant State Superintendent
Support Services Area

Table of Contents

	Page
Overview	i
Administration	1
Program Objectives	1
Budgeting Management	1
Funding Sources	1
Staffing Management	1
Personnel	1
Certification	2
Student-Staff Ratio	2
Staff Development	2
Facilities/Management	
Facilities	2
Telephone	2
Materials and Supplies	3
Other Budgeting Considerations	3
Student Placement	3
Program Evaluation	4
Program Content	5
Recommendations for Principals	5
Recommendations for Teachers and Coordinators	5
Elements of an Effective Program	6
Academic Recommendations	6
A Typical Day in In-School Suspension	6
Other Recommendations and Considerations	7
Program Support	8
Statement of Purpose	8
Parental Involvement	8
Coordination of Resources	8
Internal Resources	9
Conclusions	10
References	11
Appendices	14

Overview

The Dropout Prevention Section, Division of Support Programs, shares a common goal with local educational agencies -- keeping young people in school. A process for the identification of potential dropouts is relatively well know. They often possess one or more of the following characteristics:

-- have failed one or more grades,

-- are reading one or more grade levels below their grade placement,

-- are deficient in math skills,

-- have developed a pattern of poor attendance and/or inappropriate behavior; or

-- have personal and/or family problems.

The results of recent surveys reveal that discipline is regarded as a major problem in public schools. While all schools have guidelines and procedures governing student conduct and discipline, the goal of all discipline is self discipline. Many LEAs have developed programs and practices that result in more positive interpersonal relationships to reduce discipline problems in the schools. However, too many out-of-school suspensions continue to occur. Research findings indicate that such action mitigates against the student, the school staff and the community which could result in:

-- a vital loss of classroom learning time and the ultimate possibility of dropping out of school; and/or

-- transferring school-related problems to the community.

In-school suspension is an alternative for management of school discipline problems.

For those students who are disruptive or poorly motivated, intensive programs are needed to provide opportunities for them to develop the degree of self-discipline required to take advantage of the school's academic program.

ADMINISTRATION

PROGRAM OBJECTIVES

- To reduce the number of out-of-school suspensions.
- To provide a learning/therapeutic environment within the school for students with problems which normally would lead to suspension.
- To identify root problems contributing to the individual student's maladjustment with consequent referral to proper personnel and agencies.
- To bring about an overall improvement through in-school suspension in areas of:
  a. academic performance
  b. conduct, behavior, discipline
  c. personal adjustment and interpersonal relationships
  d. attitude toward school
- To offer specific suggestions to school administrators, counselors, and teachers concerning students placed in the program in order to aid in lessening or resolving the student's learning/adjustment problem.
- To maintain periodic contact with students formerly assigned to the program.
- To encourage participation of parents in appropriate school functions.

BUDGETING MANAGEMENT

Funding Sources

At the local education agency level, funding sources include those sources that may be allocated by local boards of education. Funding may also be obtained at the state level (state dropout prevention funds, personnel only) and from community-based alternative funds. Some federal funds (Juvenile Justice and Delinquency Prevention Act) may also be available for implementing in-school suspension programs.

STAFFING MANAGEMENT

Personnel - Funding is needed for one in-school suspension program coordinator per program site. An additional aide would be very helpful but not required for the program's effective operation.

Certification -

The individual coordinating the in-school suspension program must hold a North Carolina certificate in teaching or preferably in counseling, social work or school psychology. This individual must have positive interpersonal skills and a working knowledge of behavior management strategies. A number of personal characteristics are essential for effectiveness as an in-school suspension coordinator which should be viewed in conjunction with the individual's area of certification. The in-school suspension coordinator should be compassionate, firm, mature, and exhibit an innate desire to develop rapport with other staff members, students, administrators and parents.

Student-Staff Ratio

The ideal in-school suspension program should have an aide or assistant supporting each certified program coordinator. With an aide/assistant, a maximum of twenty (20) students may be placed in the program. Without an aide/assistant no more than twelve (12) students should be placed in the program.

Staff Development

Provisions should be made for on-going year-round staff development and training activities for school-based faculty, administrators, and parents of those who have been involved in the program. The entire faculty and staff in each school should be trained to provide adequate alternative discipline measures for their regular classroom. In-school suspension is not "the" answer to all behavior problems; it is intended to compliment other appropriate disciplinary measures available. Discipline is the responsibility of every staff member. As stated in G.S. 115C-307(a) - Duties of Teachers -- To Maintain Order and Discipline, it shall be the duty of all teachers, including teacher aides and assistants, when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools.

Facilities Management

The in-school suspension program should be operated in a setting designated specifically for the in-school suspension program. It should be operated in a restricted, quiet, isolated, and controlled environment. In-school suspension facilities shall meet all state requirements for a regular classroom in regard to size, space and materials particularly because of the self-contained nature of the program. Where possible, the in-school suspension facility should include a separate space for individualized instruction and an office that would afford privacy for individual counseling. In-school suspension facilities should be attractive, well-lighted, and equipped with comfortable working conditions for students. Where possible, individual study carrels could be installed to enhance student concentration as well as classroom management.

Telephone - A telephone is needed to enable the program coordinator to contact parents, school office, central office, and other agencies, etc., without leaving students unattended.

Materials and Supplies - Funds should be available to support the program with audiovisual materials and other supplies in proportion to what is used in other academic teaching stations (Resource Center). Support materials are also necessary for data collection and evaluation. Costs should include printing, duplicating, forms, etc.

Other Budget Considerations

Where possible allocate funds to purchase phone master unit to monitor absenteeism.

Where possible allocate funds for local travel, home visitation, community contacts, substitute pay, and in-state travel to state-sponsored workshops and staff development activities.

Where possible in order to bring about credibility for the program (recognizing that the in-school suspension program coordinator must meet certification requirements as other classroom teachers).

When the number of students served justifies the need for additional help, the employment of an aide ought to be used only as a reinforcement to the overall program.

STUDENT PLACEMENT

Placement in the in-school suspension program is made solely through the action of the principal or the principal's designee. Since placement in the program is premised on in-school suspension taking the place of out-of-school suspension, placement should be based on a suspendable offense or action on the part of the student. Conflict situations (disruptive behavior, verbal abuse, physical assaults, etc.), truancy, the breaking of major established school policies, and other offenses as listed in board policy should be the basis for the principal to make a decision regarding placement. Actions which normally would not be considered suspendable offenses should not be used as a basis for placement (gum chewing, not bringing pencils to class, etc.). In all cases, however, placement is made at the discretion of the principal. Due process for the student must be observed in the following manner:

1. Investigation of the problem by the principal, including conferences with the student and others concerned.

2. Action of principal:

   a. no disciplinary action;
   b. determination of number of out-of-school suspension days;
   c. determination of number of assignment days to in-school suspension programs; and
   d. notification of parent by certified letter of disciplinary action.

The number of days a student is assigned to in-school suspension should parallel the number of days the student would have received for out-of-school suspension. The in-school suspension coordinator has authority to recommend

extending the assignment to in-school suspension, but not to reduce a student's stay. The in-school suspension program coordinator should be an active member of the school-based discipline committee.

PROGRAM EVALUATION

Every in-school suspension program should be accountable for its activities. An evaluation design should be developed to reflect the program's record. In addition, individual student folders should be maintained and include demographic information, academic and counseling records (assignments given and received, test data, attendance records, etc.), and contacts with outside agencies. Samples of evaluation and report forms are included in the appendices of this document. Newsletters, correspondence to teachers and parents and monthly updates to the staff would only enhance the positive perception of the program and garner much needed support.

PROGRAM CONTENT

RECOMMENDATIONS FOR PRINCIPALS

- Special effort should be made to familiarize the faculty with the program's objectives and procedures on a continuing basis.
- All referrals to the in-school suspension program should be made by the principal or the principal's designee.
- Assurances should be made that the in-school suspension program is a part of a well-defined school discipline plan.
- Principals should provide planned daily release time for in-school suspension program coordinators comparable to that of regular classroom teachers.
- In all cases, except emergencies, students should be assigned to the program on the morning following the disciplinary action.
- Placement in the in-school suspension program cannot exceed 10 days after which the student must enroll in another alternative program which may include out-of-school suspension.

RECOMMENDATIONS FOR TEACHERS AND COORDINATORS

- Program orientation should be provided for each student upon assignment to the in-school suspension program.
- Initial entrance activities should focus on enhancing the student's self-image, reviewing behavioral alternatives, and involving the student in motivational and goal-setting strategies.
- The program coordinator is expected to maintain contact with the student's classroom teachers to obtain course assignments, supervise work completed by students, and report progress to subject area teachers. The exchange of information between the in-school suspension program coordinator and the classroom teacher regarding the student's assignment, adjustment, and progress is essential.
- Supplemental academic resources should be available in the in-school suspension room. (Resource Center)
- The program coordinator is expected to initiate and exchange information with student services personnel (school counselor, school social worker, school nurse, school psychologist) and other school and community resources regarding students with special personal or learning needs. There should be an intensive effort to identify the causes underlying the students' behavior.
- The program coordinator should work with the appropriate student services staff to initiate and maintain contact with parents of students placed in the program.

- In consultation with the principal, each in-school suspension coordinator is encouraged to develop methods and procedures for daily program activities including:

  .. daily operational schedule;
  .. acquisition of course assignments from classroom teachers;
  .. an individual student file (containing demographic data, offense, length of assignment, general attitude, contacts, and conferences).

  The school coordinator should complete reports of relevant information and forward it to the LEA's program coordinator.

ELEMENTS OF AN EFFECTIVE PROGRAM

ACADEMIC RECOMMENDATION

- During the time the student is assigned to the in-school suspension program, the continuation or make-up of academic work is the responsibility of the individual student and his or her classroom teacher(s). This process is facilitated by the program coordinator.

- When the program coordinator is unable to assist the student with an assignment, supplemental materials should be used until contact can be made with the classroom teacher or student tutor.

- Students should receive individual help in examining the consequences of their actions and behaviors as well as emphasis on and continuation of their academic work. It is recommended that 75% of the students' time be spent on academics and 25% of their time be spent on developmental counseling activities, preferably in the afternoon.

- Students should not be allowed to participate in extra-curricular activities while assigned to in-school suspension.

A TYPICAL DAY IN IN-SCHOOL SUSPENSION

- Upon entrance to the program, the coordinator provides students with an orientation.

- Entrance activities take place within the first hour upon entering the program. All forms, discipline referrals, and teacher assignments are discussed at this time.

- Freedom in regard to movement and talking is restricted. Isolation is a necessary and effective component of the in-school suspension program.

- Lunch for students may be taken in the in-school suspension room or during a time when other students are not in the cafeteria. Limited bathroom and stretch breaks are provided at the discretion of the program coordinator.

- Students work on class assignments, enrichment materials, or are involved in individual or group counseling activities.

OTHER RECOMMENDATIONS AND CONSIDERATIONS

- Thought-provoking signs and posters should be exhibited. A tape recorder with earphones should be available for listening to motivational and self-image enhancing tapes. Literature regarding coping skills should also be available.

- Bulletin board space should be provided.

- Structured silence should be a part of the classroom climate conditions as a necessary factor for concentrated study.

PROGRAM SUPPORT

STATEMENT OF PURPOSE

The primary purpose of an in-school suspension program is to reduce the number of out-of-school suspensions. The in-school suspension program is designed to provide an alternative to out-of-school suspension by creating a learning-therapeutic environment within the school for students with problems which would normally lead to out-of-school suspension. It provides school personnel the opportunity to identify root causes of problems contributing to the individual student's maladjustment and consequent referral to appropriate personnel and agencies.

NEED FOR LINKAGES

In-school suspension is an integral part of the continuum of discipline consequences. The ultimate goal within a local education agency is to establish and implement a comprehensive behavior management program. The program's effectiveness is dependent upon internal and external resources. Students served by the program will require a variety of resources. In-school suspension should be a skill-developing experience. A linkage system with all the partners in the education community is essential for the effectiveness of this component.

PARENTAL INVOLVEMENT

A communication linkage between the school and parents should be established for mutual information exchange and mutual sharing of expectations. Parents should be informed of the school's goal of keeping their child in school and maintaining appropriate behavior.

A written plan for parent involvement should be implemented in each school (e.g., student handbooks, etc.). An ongoing review of this policy and actual practice should be conducted systematically. The plan should include: publication of rules or the school's discipline plan; documented procedures of notifying parents when the student is placed in the program; conferencing process, written form letter, home visits, contact with other professionals.

RECOMMENDATIONS FOR PARENTAL INVOLVEMENT

Greater efforts need to be made to involve parents when students are assigned to in-school suspension. While due process rights are protected and parents, in most cases, are notified regardless of the type of suspension, there is a tendency for parental contact to be less when a student is suspended in school. Since students view parental reaction as an important negative aspect of suspension, parental involvement should be emphasized through letters, phone calls and follow-up conferences.

COORDINATION OF RESOURCES

Upon referral and/or invitation, community agency personnel may offer direct services as well as the school (e.g., business or industry representatives to discuss motivational skills, social services representatives for substance abuse discussion, mental health representatives to discuss social and emotional skill development).

INTERNAL RESOURCES

In-school suspension as a part of the behavior management continuum must be supported by a consistent, structured, school-wide discipline program. This total school approach must involve support personnel, the administrative staff, and all classroom teachers. A strong communication linkage between these elements is vital. Continued training for the entire schools staff (e.g., classroom discipline, developing students' self-discipline, use of in-school suspension, parent conferencing skills, present policies and policy updates), should be an integral part of the school's overall staff development plan.

CONCLUSIONS

Education cannot proceed without an atmosphere of order and discipline necessary for effective learning.

Education is largely dependent upon the maintenance of effective learning conditions within the classroom. Order and discipline are best thought of as being positive rather than negative; of helping a student to adjust rather than punish; and of turning unacceptable conduct into acceptable conduct. Order and discipline are largely a matter of morale, of classroom atmosphere, and of positive interpersonal relationships.

Order and discipline exist in the absence of distractions, frictions and disturbances which interfere with the optimum functioning of the student, the class, and the school. It is also the presence of a friendly yet businesslike rapport in which students and school personnel work cooperatively toward mutually recognized and mutually accepted goals.

REFERENCES

Alderman, Terry W. "A Successful Alternative." Journal of International Association of Pupil Personnel Workers 20 (September 1976): 182-87.

Burress, Carl B. "Group Workshops to Eliminate Self-Defeating Behavior as an Alternative to Suspension in the Secondary School." Together 3 (Spring 1978): 32-36.

DiSciullo, Mario. "In-School Suspensions: An Alternative to Unsupervised Out-of-School Suspension." Clearing House (March 1984): 328-30.

Dorrell, Larry D., and Katcher, Edward. "Allowing Continuous Instruction in the Suspension Program." NASSP Bulletin 68 (January 1984): 123.

Jones, Vernon F. "School Discipline Problems.' Principal 61 (September 1981): 14-17.

Keifer, David A. "An Inexpensive Alternative to Suspension." NASSP Bulletin 64 (March 1980): 112-114.

McCarther, Will E. "The EXCEL Program in Central High, Kansas City." Phi Delta Kappan 60 (November 1978): 10-12.

Mendez, Roy. "School Suspension: Discipline Without Failure." NASSP Bulletin 61 (January 1977): 11-13.

Nielsen, Linda. "Successful In-School Suspension Programs: The Counselor's Role." The School Counselor 26 (May 1979): 325-32.

North Carolina Department of Public Instruction. Discipline In Schools: A Sourcebook (1977): 133-34.

O'Brien, Diane M. "In-School Suspension: Is It the New Way to Punish Productively." American School Board Journal 163 (March 1976): 35-37.

Sakran, Ghazi. Classrooms for Development and Change (CDC) Program Guide. Winston-Salem/Forsyth County Schools: Department of Support Services (Spring 1984).

Seegrist, Ruth. "Suspension Needn't Arrest Learning." Executive Educator 7 (January 1985): 20-35.

Seyfarth, John T. "Achieving Equity and Restraint in In-School Suspension." High School Journal 63 (February 1980): 200-202.

Staffworth, William C. "In-School Suspension: A Pilot Program." Spectrum 1 (Spring 1983): 23-31.

Stiavelli, Richard E., and Sykes, Dudley E. "The Guidance Clinic: An Alternative to Suspension." NASSP Bulletin 56 (April 1972): 64-72.

Weiss, Kathy. "In-School Suspension: Time to Work, Not Socialize." NASSP Bulletin 67 (September 1983): 132-33.

Wiles, David and Rockoff, Edward. "Problems of Achieving Rehabilitation and Punishment in Special School Environments." Journal Of Law and Education 7 (April 1978): 165-76.

IN-SCHOOL SUSPENSION
STATE TASK FORCE MEMBERS

Ms. Iris Aldridge
Academic Education Director
Lenoir County Schools
Kinston, NC

Mr. J. Robert Boyce, Principal
John A. Holmes High School
Edenton, NC

Ms. Anne Bryan
Assistant Director for
Dropout Prevention
Division of Support Programs
Raleigh, NC

Mr. Jay Cannon
In-School Suspension Program Coordinator
Mary Potter Middle School
Oxford, NC

Ms. Vicky Church
Juvenile Justice Coordinator
Governor's Crime Commission
Raleigh, NC

Ms. Cathy M. Cooke
Middle Grades/H.S. Supervisor
Craven County Schools
New Bern, NC

Mr. Ken Foster, Deputy Director
Division of Youth Services
Raleigh, NC

Ms. Julia Gagliardi
Pre-School Enrichment Program Coordinator
Forsyth/Stokes M.H. Authority
Winston-Salem, NC

Mr. John Grady
Director for Migrant Education
Nash County Schools
Nashville, NC

Ms. Jackie Harris, Secretary
Dropout Prevention
Division of Support Programs
Raleigh, NC

Dr. Oliver Johnson
Consultant for Dropout Prevention
Division of Support Programs
Raleigh, NC

Mr. J. W. Knight, Consultant
for Dropout Prevention
Division of Support Programs
Raleigh, NC

Ms. Sylvia Massey, Consultant
for Dropout Prevention
Division of Support Programs
Raleigh, NC

Ms. Frances Melott, Consultant
for Dropout Prevention
Division of Support Programs
Raleigh, NC

Dr. Ghazi Sakran
Student Services Coordinator
Forsyth County Schools
Winston-Salem, NC

Mr. William Shetley
In-School Suspension Program
Coordinator
Hill Street Middle School
Asheville, NC

Ms. Susan Whitten, Regional Consultant
Division of Youth Services
Raleigh, NC

Mr. Lawrence T. Williams
Principal
Wake Forest Middle School

Ms. Mavis Williams
Regional Coordinator
Division of Youth Services
Raleigh, NC

Appendices

Appendix A	Program Referral Forms
Appendix B	Parental Notification Forms
Appendix C	Teacher Notification Forms
Appendix D	Student Development Plans
Appendix E	Behavior Contracts
Appendix F	Forms for Student's Classroom Assignments
Appendix G	Re-entry Forms
Appendix H	Program Guidelines
Appendix I	Reporting Forms

APPENDIX A

PROGRAM REFERRAL FORMS

ROBESON COUNTY SCHOOLS

PLACEMENT FORM _____ IN-SCHOOL SUSPENSION

_____ ALTERNATIVE CLASSROOM PLACEMENT

Student's Full Name _____ I.D. No. _____

Home Address: _____ Date _____

Telephone: (Home) _____ (Business) _____

Student's Current Age: _____ Grade Level: 9--10--11--12 Other _____

Sex: M F Race: AI B W

Parent's/Guardian's Name: _____

_____

Account of behavior (ISSP-Form 1) should consider the following information as possible linkage to the student's behavior.

_____

_____

_____

_____

_____

Principal or Assistant _____
Referring Source

PERIOD	SUBJECT	TEACHER

DUPLIN COUNTY SCHOOLS

Date _____

Name _____
Last First Middle

Parent/Guardian _____

Address _____

Home Phone _____ Business Phone _____

SCHEDULE

PERIOD	CLASS	TEACHER
HOMEROOM		
1st		
2nd		
3rd		
4th		
5th		
6th		

Date

Referral made by _____ _____

Parent contacted by administrator _____

Dates of suspension _____

Parent contacted by coordinator _____

Student returned to class _____

Notices of completion to teachers _____

PARENT _____

Follow-up requests to subject teachers _____

COMMENTS/RECOMMENDATIONS:

DUPLIN COUNTY SCHOOLS

ALTERNATIVE LEARNING CENTER

HOMEROOM NOTIFICATION

TO: _____

FROM: _____, ALC Staff

_____ has been assigned to the Alternative Learning Center from _____ to _____ He/she is to report to the ALC Center at 8:20 each morning. Please do not count him/her absent. If he/she is absent from school, we will notify you.

Thank you!

APPENDIX B

PARENTAL NOTIFICATION FORMS

GRANVILLE COUNTY SCHOOLS

_____
Date

Dear _____,

This is to inform you that your son/daughter _____, has been placed in the In-School Suspension (ISS) program effective _____. This action has been taken for the following reason(s):

_____

_____

_____

During this period of In-School Suspension he/she will remain at school in an alternative classroom, supervised by _____ (Name), specifically designed for students who commit an infraction of the rules and expected behavior at _____ (School Name). Absolute adherence to the rules and regulations of ISS is essential. Failure to comply will result in an out-of-school suspension. Please be advised that the second placement in ISS will result in limited restriction within the school.

We hope to foster the development of each student by helping to improve study habits and attitudes. You are urged to discuss this with your child in order that this placement may be to his/her ultimate benefit.

If you have any questions, please call _____ (Phone Number) and arrange for a conference.

Sincerely,

_____
Principal

_____
Assistant Principal

Parent's Signature _____

Note: This letter must be signed and returned to the ISS teacher before this student will be readmitted to class. Additional comments are welcomed.

DUPLIN COUNTY SCHOOLS

ALTERNATIVE LEARNING CENTER

AGREEMENT FORM

Dear _____:

Your child _____ has been referred to the Alternative Learning Center due to _____

_____.

The incident/problem occurred on _____.

We ask that you telephone us to schedule an appointment for a conference regarding your child. At this conference, our rules and regulations will be explained to you.

If it is your decision that your child not be assigned to the Alternative Learning Center; then he/she must be suspended from school. Therefore, it is imperative that we hear from you.

Sincerely,

_____
(Name)

_____
(Title)

CONSENT FORM

Permission is granted for placement in the Alternative Learning Center.

_____ YES _____ NO

_____
Parents Signature Date

ASHEVILLE CITY SCHOOLS

Date _____

Dear _____:

This is to inform you that your child _____ has been placed in the school's In-School Suspension Classroom for the following reasons: _____

_____

_____.

Please call the school if you wish to schedule a conference in regard to this matter.

Parent's Signature _____

(Required upon arrival to ISS tomorrow or additional days will be added)

Parent Comment(s):

SHELBY CITY SCHOOLS

_____
(Date)

Dear Parent(s):

Your child, _____, has been referred to our In-School Suspension program (ISS) due to misconduct.

The specific offense was _____

_____

_____

As a result of this misconduct, _____ days must be served in ISS. This penalty will be served under the supervision of a full-time teacher.

I have spoken with _____ and, after consideration of personal needs and interests, have determined that this punishment must begin on _____. If your child follows our specified rules for ISS, regular classes may be resumed on _____, providing school is not closed during the suspension dates.

We would appreciate your discussing with your child the seriousness of this offense. Please stress the importance of avoiding any further behavioral problems which might require out-of-school suspension.

Please contact us if you have any further questions. Your cooperation is necessary and greatly appreciated.

Sincerely,

_____

_____
Title

dab

APPENDIX C

TEACHER NOTIFICATION FORMS

DUPLIN COUNTY SCHOOLS

ALTERNATIVE LEARNING CENTER

TEACHER NOTIFICATION FORM

TO: _____

FROM: Alternative Learning Center Teacher

Date: _____

_____ in your ____ period class has been assigned to the Alternative Learning Center from _____ to _____ due to _____

We will be in contact with you to discuss the student's behavior and his/her assignment. Please send the class assignments to me.

DURHAM CITY SCHOOLS

TEACHER NOTIFICATION OF PLACEMENT

As a result of referral concerning _____

he/she has been assigned to the In-School Suspension, effective _____

_____. You will be notified when this student is ready to return to your classroom.

The student will be expected to complete the assigned work from his/her regular classes. Please give exact assignments that you would like him/her to complete while in ISS.

Dates covered _____

Subject _____

Assignments

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Texts or Materials Needed:

_____

_____

_____

Have the above texts been assigned to the student? If not, please send to ISS. Thank you.

ORANGE COUNTY SCHOOLS

IN-SCHOOL SUSPENSION NOTIFICATION

Student's Name _____

Number of days suspended _____

Reason _____

_____

Homeroom Teacher _____

Dates suspension effective _____

APPENDIX D

FORMS FOR STUDENT DEVELOPMENT PLANS

GRANVILLE COUNTY SCHOOLS

My Personal Development Plan

Name _____ Age _____

Address _____ Grade _____

_____

Home Phone _____

Date Assigned to ISS _____ Release Date _____

Homeroom Teacher _____

1. Just before this school problem, I was doing:
(Fill in at least 6 lines below)

_____

_____

_____

_____

_____

_____

_____

_____

2. I was sent to the office and to ISS because:
(Fill in at least 6 lines below)

_____

_____

_____

_____

_____

_____

_____

_____

3. I was sent to the school office by _____ (Teacher).

during _____ (Subject) _____ (Period).

4. Because of my involvement with the school problem:

Somebody was hurt....who? _____

Somebody was embarrassed....who? _____

Somebody began to cry....who? _____

Something was broken or damaged....what? _____

Think now....Was it worth it?

5. Just before my involvement, I was feeling:
(Circle your answer below)

alone	angry	hurt by unkind words
cheated	confused	jealous
disappointed in me	disappointed in other people	lonely
eager to impress the other children	hopeless	sad
hateful	inferior	scared
ignored	like a failure	useless
like crying	proud of me	bored
poor	ugly	defeated
sorry for me	beaten	dumb
cut off from the other children or the teacher	cruel	happy
	embarrassed	left out
	wishy-washy	overlooked
		shy

6. I was feeling the above-circled feelings because:

_____

_____

_____

_____

_____

_____

7. Instead of doing what I did, I could have:

_____ told another student how I was feeling
_____ told the Aide how I was feeling
_____ told the Teacher how I was feeling
_____ asked the Teacher for permission
_____ found some work to do that was interesting
_____ listened more carefully
_____ made a bargain with the Teacher
_____ been more careful
_____ done nothing
or I could have _____

_____

_____

_____

_____

8. Because of this school problem, it is now going to be hard for my parent(s) or guardian to understand that:

_____

_____

_____

_____

_____

_____

_____

_____

9. The way I am going to work my way out of In-School Suspension is by:

_____

_____

_____

_____

_____

_____

10. I really want to stay out of In-School Suspension because:

11. What do the following statements mean to me? I will write out my response under each statement.

(a) "A man can fall many times, but he isn't a failure until he begins to blame somebody else."

(b) "Remember that your attitude, your behavior, and your cooperation determine how long you stay in ISS."

(c) "Believe in yourself...there is no one like you in all the world... you are special...your time and your talents are gifts, don't waste them, but use them wisely."

12. I will be graduating from high school in _____. After graduation I am planning to _____
(Year)

_____

_____

_____

_____

13. If I had three wishes to come true, they would be:

1. I wish _____

_____

_____

_____

2. I wish _____

_____

_____

_____

3. I wish _____

_____

_____

_____

FILL IN AND COMPLETE. BE HONEST WITH YOUR ANSWERS.

1. When I come to school in the morning, I feel....

2. When I am with my friend(s), I feel....

3. I get angry when....

4. I worry most about....

5. When I don't do well in school, I feel....

6. When I go home, I feel....

_____

_____

_____

_____

7. I like to spend my free time doing....

_____

_____

_____

_____

8. My favorite school subject is _____ because....

_____

_____

_____

_____

9. The subject I don't like much is _____ because....

_____

_____

_____

_____

10. I like (or don't like) my parents because....

_____

_____

_____

_____

11. I like (or don't like) people who....

_____

_____

_____

_____

REMEMBER....

Plan ahead...

If you don't know where you are going,

you'll probably end up back in ISS...

Learn from your mistakes and make better choices.

NAME _____

DATE _____

1. What I have learned during this trip to ISS.

2. How I will change because of this trip to ISS.

3. My thoughts about the ISS program (good or bad, etc.).

ORANGE COUNTY SCHOOLS

PROFILE CHART

Name _____ Grade _____

Homeroom Teacher's Name _____

1. Hobby/Interest _____
2. Favorite food(s) _____
3. Favorite song _____
4. Favorite singer/musical group _____
5. Favorite sport _____
6. Most joyful experience _____
7. Most embarrassing/unhappy experience _____

_____

8. List at least one activity in which you excel or perform with satisfaction.

_____

9. Favorite college/university _____
10. Do you like school? _____

Why/Why not? _____

_____

_____

I. In the space below explain why you have been sent to In-School Suspension.

II. Do you think your assignment to ISS could have been prevented?

III. In the future what can you do to prevent becoming involved in a similar situation, thereby avoiding a reassignment to ISS?

Define the word "behavior."

Define the term "self-discipline."

When it comes to behavior, sometimes we win and sometimes we lose. Sometimes our behavior causes us lots of joy; sometimes it causes us unhappiness, pain and embarrassment.

Read the list of words below:

tardy	thrifty
hard working	lazy
punctual	independent
careless	alert
regular in attendance	inattentive
abusive of equipment	adjusts to change
polite	resists change
rude	problem builder
wasteful	sets goals
follows directions	listens carefully

List the traits which can lead to success:

List the traits which can lead to failure:

What are your outstanding success traits? (List them)

What are your failure traits? (List them)

Write a paragraph explaining what you can do to get rid of your failure traits.

GOALS

Define the word "goal."

Do you have a goal(s)? _____

Write a paragraph explaining why people make goals.

What is your goal in school?

Write a paragraph explaining how you plan to achieve this goal.

What is your goal outside of school? (at home, work, club, etc.)

Write a paragraph explaining what you plan to do to reach this goal?

Please place a check mark (X) in the column that describes your behavior.

	NEVER	SOMETIMES	MOST OF THE TIME	ALWAYS
1. I finish what I start.				
2. I am interested in people.				
3. I am willing to help when I can.				
4. I try to do what I say I will do.				
5. I am a loyal friend.				
6. I feel good about my school work.				
7. I always want to do a little better.				
8. I am a dependable person.				
9. I make good decisions.				
10. I am not easily discouraged.				
11. I am a good family member.				
12. I can organize my time.				
13. I share in completing daily chores.				
14. I share with others.				
15. I am easy to get along with.				
16. Friends like to be with me.				
17. I am a good sport.				
18. I talk to others easily.				

SELF-ANALYSIS

Please complete each of the following items with two or more sentences.

1. Some things that make me angry are...

2. A person can make me angry when she/he...

3. The first thing I do when I am angry is...

4. When I am angry, sometimes it helps to...

5. Something that frustrates me often is...

6. I am sick and tired of...

7. The thing about school that bothers me the most is...

8. I don't think it is fair that I am expected to...

9. If I could change anything I wanted to, I would...

10. I wish people would stop telling me...

11. As soon as I get old enough, I am going to...

12. I don't know why I am not allowed to...

13. I'm tired of spending so much time...

14. The thing that bores me the most...

15. I think I might really lose my temper the next time...

16. I really get nervous when...

17. I get depressed when...

18. I wish I had more control over my own life in the area(s) of...

19. I get jealous when...

20. I hope it doesn't happen, but I am afraid that...

FEELINGS

FEELINGS	Put a "D" by feelings you have had in the last few days	Put an "R" by feelings you rarely or never experience	Put an "A" by feelings that you sometimes have	Put an "S" by the one feeling you most often experience
1. Curious				
2. Contented/Fulfilled				
3. Excited				
4. Warm				
5. Safe/Secure				
6. Humble				
7. Strong/Capable				
8. Hopeful				
9. Lovable				
10. Optimistic				
11. Silly				
12. Irritated				
13. Bored				
14. Envious of Others				
15. Childish				
16. Hurt				
17. Rebellious				
18. Nervous				
19. Jealous				
20. Empty				
21. Depressed				
22. Worried				
23. Guilty				
24. Disgusted				
25. Mean/Destructive				
26. Terrified				
27. Scared/Afraid				
28. Furious				

APPENDIX E

BEHAVIOR CONTRACT FORMS

DUPLIN COUNTY SCHOOLS

ALTERNATIVE LEARNING CENTER

CONTRACT OF RESPONSIBILITY

I, _____, accept my share of the responsibility for my education. I recognize that attending the Alternative Learning Center (ALC) is an alternative to suspension that is being provided to me by Duplin County Schools. While in attendance in the ALC Program, I promise to (a) attend school regularly, (b) report to the ALC Center each morning as soon as I arrive at school, (c) complete all my assignments to the best of my ability, and (d) show respect to the teacher and other students.

_____
Signature - Student

_____
Signature - ALC Teacher

_____
Date

DURHAM CITY SCHOOLS

We, the undersigned, do hereby agree to the terms of this....

BEHAVIOR CONTRACT

which has been written by _____.

The purpose of this contract is to help _____ to regain his/her self-esteem, integrity, and identity through improvement of self-control, work habits, courtesy, and overall behavior.

The terms, handwritten in the student's own words are as follows:

SIGNED _____

DATE _____

By signing this CONTRACT, we acknowledge our full understanding of the terms within, both written and implied, and we affirm our faith in this student's given word and personal commitment.

PRINCIPAL'S APPROVAL _____

I.S.S. COORDINATOR _____

PARENT/GUARDIAN _____

DATE _____
(Required for return to regular class)

DATE and TIME of release _____

APPENDIX F

FORMS FOR STUDENT CLASS ASSIGNMENTS

GRANVILLE COUNTY SCHOOLS

For use by teacher

Owes ___ detentions.
Will send Admit Slips and assignments to ISS.

_____

From:

Teacher sending assignment _____ Date _____

STUDENT'S NAME _____

This student has been placed in ISS. Please send several assignments to

_____ in Room # ___ by _____
(ISS Teacher)

PLEASE SEND STUDENT'S BOOKS AND PERSONAL BELONGINGS IF THEY ARE IN YOUR ROOM.

.....

SUBJECT _____

PAGE _____

ASSIGNMENTS _____

_____

SUBJECT _____

PAGE _____

ASSIGNMENTS _____

_____

SUBJECT _____

PAGE _____

ASSIGNMENTS _____

_____

SUBJECT _____

PAGE _____

ASSIGNMENTS _____

_____

DUPLIN COUNTY SCHOOLS

STUDENT CLASS ASSIGNMENTS

ALTERNATIVE LEARNING CENTER

DATE _____

TO: _____

FROM: _____

_____ in your _____ period

class has been assigned to the Alternative Learning Center from _____

to _____ due to _____. We will be

in contact with you to discuss the student's behavior and his/her assignments.

Please indicate below the work you wish for him/her to do. You may send additional work daily. Indicate also if the student is NOT in your class. Please return the assignments to my box as soon as possible. You may keep the top portion of this form. Use the reverse side of this sheet if you need more space or attach sheets. If you have no class assignments, indicate on what subject or topic the student may write a report.

Class assignments for _____/_____

Day 1

Day 2

Day 3

When do you want work returned: Daily _____ Upon Completion _____

APPENDIX G

RE-ENTRY FORMS

DURHAM CITY SCHOOLS

CLASSROOM RE-ENTRY FORM

Date _____

Dear _____,

_____ has successfully completed his/her work and has shown improvement in behavior while in the In-School Suspension Program. This student will be returning to your classroom according to his/her regular schedule on _____.

Thank you.

_____
(In-School Suspension Coordinator)

TEACHER CLEARANCE for RELEASE CONSIDERATION from IN-SCHOOL SUSPENSION

_____ is due for consideration to be released from ISS and we
(ISS Student's Name)
need some information from you that will be a determining factor for his/her return to regular classes on _____ morning _____ 1986.

During the Exit Interview with _____ and the student, I will need to provide data showing that this student appears to be ready to return to regular classes. It is fairly easy to substantiate attitude and self-control improvement, yet, I cannot be certain that each of you is satisfied with the assignments that have been returned or that this student is "up to date" with all work that could possibly be completed out of the classroom. Therefore, I am asking you to assist us by initialing beside your name if the student has satisfactorily completed the work which has been given to the other students during his/her absence. If they have not, please note in the space provided and send assignment(s) to ISS now so that this student can get busy, complete the work, and receive your clearance as soon as possible. Also, please state other needs you wish to have addressed during the Exit Interview. Please consider homework, classwork, contracts, pending Detention, etc., in your clearance recommendation.

THANK YOU for your anticipated cooperation and assistance in this important matter.

	NAME	INITIALS	PENDING WORK TO BE DONE	FINAL CHECK
1st period Teacher				
2nd period Teacher				
3rd period Teacher				
4th period Teacher				
5th period Teacher				
6th period Teacher				
7th period Teacher				

DURHAM CITY SCHOOLS

INDIVIDUAL CLIENT TRACKING FORM

_____ was referred to the Alternative School
(Student's Name)

Program on _____ for _____.
(Date) (Referral Reason)

Since returning to the regular school program the behavior of the student listed above has

A. Improved _____

B. Remained the same _____

C. Gotten worse _____

Teacher's Name _____

Date _____

DUPLIN COUNTY SCHOOLS

ALTERNATIVE LEARNING CENTER FOLLOW-UP

Teacher _____ Subject _____

Please note progress of the following student who was assigned to the Alternative Learning Center (ALC) Program.

Student _____

Conduct	Has improved	Has declined	Is about the same
Attitude	Has improved	Has declined	Is about the same
Academic Performance	Has improved	Has declined	Is about the same
Interpersonal Relationship (with teacher)	Has improved	Has declined	Is about the same
Class Attendance	Has improved	Has declined	Is about the same
Class Tardiness	Has improved	Has declined	Is about the same

Were assignments completed to your satisfaction? Yes _____ No _____

If answered "no," please explain?

Please make additional comments which may be helpful in improving the program.

Appreciation is extended to the faculty and staff for cooperation in making the program beneficial to the school.

The ALC Staff

APPENDIX H

PROGRAM GUIDELINES

GUILFORD COUNTY SCHOOLS

GUIDELINES FOR IN-SCHOOL AND ALTERNATIVE TO SUSPENSION PROGRAM

I. Objectives/General Information

... To provide Alternative Learning Centers (ALC) in the five (5) middle, three (3) junior, and eight (8) high schools.

... To provide the schools with an effective form of discipline that results in improved student behavior patterns.

... To reduce the number of out-of-school suspension and the use of corporal punishments.

II. Rationale

Maintaining discipline in the schools is a continuing concern for many educators. Out-of-school suspension has often been used as a disciplinary technique to convey to students the consequences of disruptive and/or dangerous behavior. suspension. The Guilford County School System recognizes that out-of-school suspensions are often not in the best interest of the student nor the school system. When students are suspended from school they:

(a) miss classwork and fall further behind academically,
(b) perceive school officials as punitive rather than helping and this perception often results in negative behaviors when the student returns to school,
(c) often engage in behaviors that are more disruptive and/or dangerous than the behaviors for which they were suspended,
(d) do not receive the benefits of the school system's support services, such as counseling, that are intended to help the student modify his/her own behavior.

Thus, rather than a disciplinary technique that simply conveys to the student that the behavior is inappropriate and will not be tolerated, the Guilford County School System is desirous of an intervention strategy that conveys these things to the student and one that also helps students to gain control over and modify their behavior.

As an alternative to out-of-school suspension, the Guilford County School System has implemented Alternative Learning Centers (ALC) in the secondary schools. The ALC contains elements of a good intervention strategy and also has the advantages of helping students to maintain their academic progress of being a vehicle for mobilizing the school's supportive resource services to help students. The ALC may be used as prevention to suspension and/or as an in-school suspension program.

III. Assignments to the ALC

Students may be assigned to the ALC on one of two bases: (a) as an alternative to suspension, (b) as an in-school suspension.

(a) As an alternative to suspension

Sometimes students engage in behavior that is disruptive but is not severe enough to warrant suspension. Often these are students who have past histories of truancy and/or tardiness, have frequently been reported to the office for disciplinary action, and are in some way engaging in behaviors which, if continued, would result in suspension. Thus, the assignment to the ALC for these students is the last alternative before suspension. The ALC serves both as a final warning and as a "time-out" from regular education classes, giving the student time to consider his/her behavior and the potential consequences of these behaviors. These students are not formally suspended i.e., parents need not be notified, and suspension forms need not be completed.

When the ALC is used as an alternative to suspension, the following guidelines apply:

(1) The principal or his/her designee may assign a student to the ALC for 1 through 10 days.
(2) While it is advisable to notify parents of assignments to the ALC, parental notification/consent is not required, i.e., this is left to the principal's discretion. Some principals may wish to notify parents whenever a student is assigned to the ALC.
(3) The optimal number of students in the ALC at one time is 10 (or less); the maximum number of students is 15.
(4) The maximum assignment to the ALC is 10 consecutive days. It is strongly recommended that no student be assigned to the ALC on more than 4 different occasions without a thorough review of the student's disciplinary record and a consideration of alternative disciplinary techniques by the principal.
(5) Students assigned to the ALC as an alternative to suspension may ride the school bus and may participate in athletics and other extra-curricular activities during their assignment.
(6) A violation of ALC rules may result in formal suspension.

(b) As an In-School Suspension

There are times when a formal suspension is appropriate. That is, due to the type, duration, frequency or intensity of the behavior, the principal feels that there should be a formal record of the behavior, the parents should be informed of the behavior and the student should be prohibited from extra-curricular activities. When a principal places a student on suspension, the principal may place the student on in-school suspension, i.e., assign to ALC, or may place the student on out-of-school suspension. Both types of suspension are considered formal suspension and follow the same procedures.

When the ALC is used as an in-school suspension, the following guidelines apply:

(1) All of the procedures for suspension must be followed.
(2) The student may be assigned to the ALC to all or any part of the suspension period.
(3) Students assigned to the ALC on in-school suspension may not participate in athletics nor other extra-curricular activities. At the principal's discretion, they may or may not ride the school bus.
(4) A suspension may be split, e.g., a 7-day suspension may consist of 3 days out-of-school and 4 days in-school.
(5) A violation of ALC rules may result in the student completing the suspension out-of-school.

IV. ALC Program

The ALC should be located in a full-size classroom within the school whenever space permits. While there may be variances within programs, the basic components of the ALC program (e.g., individual counseling, group counseling, isolation, academic work, etc.) should be adhered to. Provided below are (a) an example of a typical ALC schedule, (b) functions of the ALC counselor/teacher, and (c) characteristics of the ALC counselor/teacher.

A. An example of a typical ALC schedule

8:15-11:30	Complete academic assignments
11:30-12:30	Complete work in Behavior Clinic Handbook and/or individual counseling (assignments specifically relate to the infractions that resulted in the suspension)
12:30-1:30	Isolated P.E./Health and lunch
1:30-2:30	Group counseling

B. Functions of the ALC Counselor/Teacher

(1) Organizing the ALC program at the school;
(2) Obtaining from teachers and providing the ALC students the required academic work;
(3) Providing ALC students with daily activities that enhance their decision-making skills, coping skills, and internal behavior controls;
(4) Providing individual counseling on an as-needed basis;
(5) Mobilizing and coordinating the school support services of the Guidance Counselor, Attendance Counselor, Psychologist, etc., so that these services work for the student; and
(6) Working as a liaison with community agencies, law enforcement agencies, court counselors, parents, and any other individuals or groups that are involved with the students in the ALC.

C. Characteristics of the ALC Counselor/Teacher

This should be one full-time staff member, whose primary responsibility is the operation of the ALC. That individual may be relieved of the ALC responsibilities for 1 or 2 periods per day, but the ALC should always be covered by a certified staff member and the designated ALC Teacher/Counselor should be in the ALC for the majority of the daily class periods. Counselor/Teacher should have a combination of the characteristics listed below:

(a) Firm disciplinarian, with good classroom management skills;
(b) Good rapport with students;
(c) Background and/or experience in counseling with adolescents;
(d) Broad knowledge of academic subjects (many students will need help, tutoring, etc.)
(e) Good rapport with other teachers (Counselor/Teacher will be responsible for getting assignments from teachers and returning completed work to them).

V. Records and Evaluation

The ALC has two functions: (1) the first is to provide the school with a viable and effective disciplinary alternative that helps students to assume responsibility for their own behaviors; (2) The second is to reduce the number of out-of-school suspensions and corporal punishments. If the ALC is successful there should be a decrease in disruptive behavior at the school.

The program is a costly one that is funded out of local funds. This suggests that the program should and will be evaluated on a yearly basis and that continued funding of the program will, in part, be based on the success of the program. In order to do this we ask that you do three things.

(1) Complete the attached monthly report form and send it in on the last school day of the month.

(2) Keep accurate records of your placements in the ALC.

(3) Develop and put into writing your procedure for using the program, e.g.:

I. Philosophy
II. Referral/Placement Process
III. Schedule of Activities in ALC
IV. Name, etc., of Counselor/Teacher in ALC

Please send a copy of this to my office on or before _____.

Also, please let me know in writing if you need to deviate from the suggested guidelines when implementing your program.

_____ (Name), _____ (Title), will be coordinating the program. He/She will receive the monthly reports, will meet with the Counselor/Teachers and will arrange staff development activities, etc.

Thank you for your cooperation and assistance with this program.

FORSYTH COUNTY

Department of Support Services

CLASSROOMS FOR DEVELOPMENT AND CHANGE (CDC)
PROGRAM GUIDELINES

A. Introduction

The consequences of out-of-school suspension of students affect the student, the school staff and the community. The effects on the student could include:

1. A vital loss of classroom learning time.

2. Free, unsupervised time, with the temptation for wrongful activities.

3. Temptation for dropping out of school.

4. Transferring a school-related problem to the parents and the community.

5. A stigma identifying the student as anti-social or inferior.

The CDC (Classrooms for Development and Change) program in Winston-Salem/ Forsyth County represents an alternative learning arrangement for the student who is involved in a situation which normally would result in suspension. Hopefully, exposure to the CDC program betters a student's chances to change and improve upon poor behavior.

When students are assigned to CEC, they continue the course work which they would be completing had they been in their regular classroom. While the CDC teacher maintains an attitude of friendship and trust, s/he firmly enforces the rules regarding isolation form peers and extra-curricular activities in the school.

It is important that the CDC staff maintains a close working relationship with the classroom teacher regarding assignments to be completed. Since the classroom teacher has the prime responsibility for the student's academic progress, academic work in CDC should parallel classroom instruction as nearly as possible.

CDC personnel have an opportunity to work closely with students and may be able to identify underlying problems of individuals. In this capacity, they can refer students to appropriate personnel/agencies for help with specific needs. These referrals might be made to the school guidance counselor, social worker, or community agency (Mental Health, Drug Abuse), etc.

B. Program Objectives

1. Reduce the number of out-of-school suspensions.

2. Provide a learning/therapeutic environment within the school for students with problems which normally would lead to suspension.

3. Identify root problems contributing to the individual student's maladjustment with consequent referral to proper personnel and agencies.

4. Bring about an overall improvement through the CDC program in areas of:

   a. academic performance (within the student's ability)

   b. conduct, behavior, and discipline

   c. personal adjustment and interpersonal relationships

   d. attitude toward school

5. Offer specific suggestions to school principals and teachers concerning CDC students in order to aid in lessening or resolving the student's learning/adjustment problems.

6. Maintain periodic contacts with former CDC students.

7. Encourage participation of parents of CDC students in appropriate school functions.

C. Guidelines for Program Placement

Placement in the CDC program is made through the action of the principal. Since the CDC program is premised on in-school suspension taking the place of out-of-school suspension, placement should be based on a suspendable offense or action on the part of a student. Conflict situations (disruptive behavior, verbal abuse, physical assaults, etc.), truancy, the breaking of major established school policies, and other offenses as listed in school board policy 5131 should be the basis for the principal to decide on CEC placement. Actions which normally would not be considered suspendable offenses should not be used as a basis for CDC placement (gum chewing, not bringing pencils to class, etc.). In all cases, however, placement is made at the discretion of the principal.

The length of assignment into CDC is determined by the nature and severity of the offense. Generally, a three-day period is considered average. Ten days is the maximum assignment.

In situations where the principal finds it necessary to send a student home, s/he may desire CDC to be used as an "easing back in" situation. The principal would thus send the student home for a period of time and then assign the student to CDC when the student returns to school. This in-school provision might serve as a condition for reducing the number of days of the out-of-school suspension.

Due process for the student must be observed when suspensions occur. Procedures should be as follows:

1. Investigation of the problem by the principal, including conferences with the student and others concerned.

2. Action by principal, which could be one of the following:

   a. no disciplinary action

   b. determination of number of out-of-school suspension days

   c. determination of number of assigned days in the CDC program

   d. a combination of b and c

3. Notification of the parent by letter of the disciplinary action. A copy of the letter is filed in the student's discipline folder at the school

D. General Guidelines Regarding the CDC Program

1. During the student's assignment to CDC, s/he will not be allowed to have access to or participate in any of the schools' extra-curricular activities. This exclusion includes school day, after school, and week-end activities.

2. Once the decision for CDC assignment is made, the student is not permitted to exercise alternative choices to the assignment and the total number of assigned days must be completed. In some cases, however, due to good behavior, the CDC teacher may recommend to the principal and have approved the student's earlier return to the regular classroom ("early out").

3. Deliberate unexcused absence of students from the CDC program is a basis for further disciplinary action by the principal.

4. Excused absences may interrupt the days of assignment but will not diminish the number of days assigned.

5. Since the principal retains the option to use other established disciplinary procedures, problems leading to CDC assignments should be serious enough to warrant a minimum of one school day.

6. Students in the CDC program will follow the daily prescribed format given them by the CDC teacher and will be expected to comply with all other rules, assignments and activities related to the program.

7. Students assigned to CDC will, with the help of the CDC teacher, be responsible for completing their classroom assignments.

8. Each CDC participating school may develop its own prescribed CDC procedures, assignments, activities, etc., dealing with matters such as:

   - center's daily format, use of school's media center, lunch period, use of lockers, reporting time, bathroom privilege, and earned privileges.

E. Guidelines for the CDC Teacher

1. The CDC teacher will provide orientation to each student entering the center. This orientation will include the rules and regulations to be adhered to while in the center.

2. The CDC teacher is expected to maintain contact with the students' teachers to obtain assignments, to supervise work done by students, and to report progress to subject area teachers. The exchange of information between the CDC teacher and the classroom teacher on the students' adjustment, assignments, and progress is essential.

3. The CDC teacher is expected to initiate and exchange information with Support Staff (guidance, social work, and psychology) regarding CDC students with special personal or learning needs.

4. The CDC teacher is expected to initiate and maintain contact with parents of CDC students.

5. When time permits, the CDC teacher should initiate, follow-up, and maintain a working relationship with appropriate community, family, and youth-serving agencies in behalf of students assigned to CDC.

6. In consultation with the principal, each CDC teacher is encouraged to develop methods and procedures for daily program activities covering:

   a. Daily operational schedule

   b. Procedure for acquisition of course assignments from classroom teachers

   c. An individual student file, containing;

      - reason for and length of assignment

      - progress reports regarding school work and general attitude

      - contacts and conferences in behalf of the student

7. The CDC teacher is encouraged to take part in the school's extra-curricular activities. Such participation, however, should not interfere with basic responsibilities. The principal will provide guidance and make decisions in such matters.

8. As time permits, the CDC teacher should work (with the support of the classroom teacher) to develop a teacher resource file of lessons which can be used with students in different subject areas as the need arises.

9. CDC teachers should complete a monthly statistical report and forward it to the program coordinator. In addition, the Pre Attitude Inventory Scale should be completed by students only upon their first assignment to CDC. The following opinionnaires and Inventories

should be administered during the month of May: (1) the Post section of the Attitude Inventory Scale by the 30 students whose cummulative stay in CDC was the longest, (2) a parent Opinionnaire by the parents of the 30 identified students, and (3) an Administrator/Teacher Questionnaire. The Opinionnaires and Inventories should be scored and forwarded to the program coordinator's office by the end of May.

F. Guidelines for School Principals

1. At the beginning of the school year, principals of participating schools, along with the CDC teacher, should communicate complete information about the CDC program to all students, faculty, and parents. (Refer to Program Summary) Special effort should be made to familiarize the faculties with the program's objectives and procedures.

2. Only the principal or his/her designee may assign a student to the CDC program.

3. Established school policy on all forms of student suspensions are not affected by the availability of this alternative program. The principal, though encouraged to utilize the CDC program, will continue to exercise his/her prerogative to follow other established discipline-related school procedures.

4. Principals may combine in- and out-of-school suspensions. Also, for an out-of-school suspension, with a recommendation for exclusion, a principal may elect to assign the student to the CDC center, pending the administrative hearing procedure.

5. It is recommended that principals provide daily release time for CDC teachers. Principals will, on an individual basis, develop an appropriate plan for this purpose.

It is unrealistic to assume that the CDC program can take the place of all out-of-school suspensions. However, reduction of the out-of-school suspension rate is possible.

Close cooperation between the entire school staff is essential for the program's success. The CDC teacher administers all aspects of the student's learning while assigned to CDC, yet close cooperation must occur with the classroom teacher in order to insure appropriate learning activities. Without such contact, the benefits derived will be minimal.

While methods and procedures of daily CDC program activities vary from center to center, program guidelines and evaluation procedures are uniform.

LENOIR COUNTY SCHOOLS

IN-SCHOOL SUSPENSION PROGRAM

PHILOSOPHY

1. A student must remain in the in-school suspension long enough to change his/her attitude.

2. Everybody involved must have some choice. Therefore, the principal has a choice of whether to send the student home or to in-school suspension; the student has a choice of going home, taking a spanking or going to the in-school suspension. (Students below the age of 16 are not offered the first choice.) The teacher has a choice of shortening or lengthening the time the student remains in the in-school suspension by one day depending on his/her behavior while there.

3. Students who stay in the program, keep up with their lessons, and receive individual instruction and counseling, will be better students when they return to the classroom.

PHYSICAL SURROUNDINGS

1. In-school suspension should be an isolated classroom.

2. A telephone either within the room (preferably in an office within the room) or nearby, is needed so in-school suspension staff can call parents.

3. Room should be the prettiest and most cheerful in the school. (Curtains, bulletin boards, etc.) Teacher is isolated and his/her mental and emotional health must be taken care of by pleasant surroundings. The teacher has to be able to give a lot of positive feedback to negative circumstances.

4. Students are kept isolated within the classroom by the use of study carrels and desk arrangements.

5. Students are marched to the bathrooms twice a day when other students are in class, and they eat after everyone else has eaten or their lunch is brought to the classroom.

PITFALLS TO AVOID

1. Total punitive program - Students need to have their self-esteem and self-concept built up.

2. In-school suspension staff is one person with no relief. (A counselor-teacher and a qualified aide can operate a program successfully.)

3. Hiring a coach to hold the in-school suspension. Too many afternoons, most coaches have to leave school.

4. Assigning a beginning teacher to the in-school suspension. The problems the in-school suspension staff will face will require all the knowledge, compassion, understanding and skill of an experienced teacher.

5. A teacher who cannot communicate with students or has a poor rapport with students. The teacher must be able to communicate well with children with problems.

6. If only one person is in the in-school suspension, students cannot be properly supervised during bathroom breaks, or when an emergency arises such as the teacher getting sick, and there is no time to contact teachers and parents for follow-up as well as letting the parents know their child is in the program.

GUIDELINES

1. Students can only be sent to the in-school suspension by the disciplinarian of the school--the principal or his/her designee.

2. Students 16 years and over have a choice of going home or going to the in-school suspension ordinarily. (Special circumstances might exist that would void this choice.)

3. Students under 16 must have their parents' permission to be placed in the program or sent home.

4. Students are placed in the program for a minimum of 5 days and a maximum of 10 days. Depending on student's behavior, teachers can extend or reduce by one day the time the student is in the program.

5. Students are sent to the in-school suspension for the same offenses that would have sent them home.

6. Students are never left alone if at all possible. (Again, the need for some kind of help for the in-school suspension staff.)

7. In-school suspension staff needs a planning period which could be broken into two 30-minute periods.

8. In-school suspension staff contacts parents when student is sent to the program. Follow-up is done by the in-school suspension staff with teachers and parents. (See forms enclosed).

9. Students can be sent to the program twice. Should a third offense occur, they are sent home except under special conditions when teacher and principal agree it is best for the student to return to the program a third time.

HINTS FOR A SUCCESSFUL PROGRAM

1. Principal discusses the program and the importance of full staff cooperation. (Program will fail without the cooperation of all teachers.)

2. Establish at beginning how teachers will be notified that one of their students is in the program, and how the teachers will routinely (daily) provide in-school suspension staff with lesson plans. (Teachers can place assignments in the mailbox of the in-school suspension staff each afternoon. Aide may also pick up assignments from teachers.)

3. Regular classroom teachers need to avoid any negative comments when a student returns to his/her classroom.

4. In-school suspension staff should have a standing assignment for each subject at each grade level to have the student to work on until the regular classroom teacher can get an assignment to him/her. (Library books, reports, worksheets, etc.)

5. Accurate records should be kept on all students who go to the program and include: (a) sex; (b) race; (c) offense; (d) length of time in the program; (e) absences; (f) age; (g) follow-up comments by teachers and parents; and (h) all assignments completed.

6. Make a folder for each student in the program to keep work to the done and assignments completed.

WAYNE COUNTY SCHOOLS

IN-SCHOOL SUSPENSION/DROPOUT PREVENTION PROGRAM
1985-86

I. Program Overview:

"In-school suspension" is an alternative approach to discipline for students who are behavior problems in the traditional academic environment. It is a school within a school. Students who, under the regular, present system would be sent home, will be suspended to the "in-school suspension" program. This class will be staffed with a certified, qualified teacher. The students and teacher would remain in this class area for the entire day, except for going to lunch.

The project teacher would instruct these students on an individual basis with the regular classroom teacher providing the classroom assignments. By the regular classroom teacher providing the assignments, the suspended students would be able to keep their class work up-to-date with their classmates when they return to class.

The program is both preventive and rehabilitative in meeting the needs of behaviorally dysfunctional youth and youth "at risk" of dropping out of school.

II. Program Goals:

A. To reduce delinquency by reducing the number of students sent home because of inappropriate behavior in school.

B. To prevent dropouts through identification of potential dropouts and providing individual counseling and educational program planning.

III. Program Objectives:

A. A 25% reduction in the number of failures, dropouts and suspensions from school.

B. Ninety percent (90%) of the students assigned to the program will return to class with their assigned class work completed.

C. One hundred percent (100%) of identified potential dropouts will receive individual counseling and educational program planning.

IV. Program Activities	Anticipated Results
A. Upon placement in the in-school suspension class" the following are program activities:	
1. Parents of students will be involved in an immediate conference by phone and/or given the opportunity of a personal conference with program teacher to discuss student behavior and to initiate follow-up procedures. Contact will be maintained with parents as needed, and a parental conference is required before release from program.	1. Parent contacts will be documented in individual case files. (100%)
2. Counseling will be incorporated into the program and will be implemented by the program teacher.	2. Counseling sessions will be documented in individual case files. (100%)
3. Instruction will be very structured and individualized.	3. Records of work accomplished will be maintained (100%)
3.1. Rules of behavior will be discussed and signed by students as they enter, and will be enforced consistently.	3.1. Written rules of behavior will be explained to each student in the class. Agreements will be signed by the student and placed in individual case files. (100%)
3.2. Behavioral contracts will be developed and signed by individual students. Copies will be sent to referring teachers for signature, and returned for filing.	3.2. Signed behavioral contracts will be placed in individual case files. (100%)
4. In order to facilitate the mainstreaming of students back into the regular school program, which the "In-School Suspension" program supplements -	4. Consultation with referring teachers will be documented in individual case files. (100%)
- Students will complete assignments sent by the regular classroom teacher before leaving the program.	

IV. Program Activities	Anticipated Results
5. Follow-up of student grades and behavior after returning to regular classroom will be accomplished by project teacher.	5. Follow-up surveys will be completed and signed by referring teacher and placed in individual case files. (100%)
B. Potential Dropouts	
1. Program teacher will systematically evaluate each homeroom teacher's cumulative folders for potential dropouts, looking for--	1. Documentation will be in program teacher's file. (100%)
a. More than one year older than peers	
b. Failing grades	
c. Absenteeism	
2. Program teacher will schedule conference/counseling sessions with identified students.	2. Documentation of conference/counseling sessions will be on file in program teacher's records. (100%)
3. Program teacher will confer, cooperate, and coordinate potential dropout activities with principal, counselor, teachers, and parents for the purpose of developing an Individualized Education Plan for the identified potential dropouts.	3. I.E.P.'s will be on file. (100%)

V. Program Description:

A. Purpose

The program is twofold--

1. To reduce the number of students sent home because of inappropriate behavior in school.

2. To provide a structured learning environment which will emphasize behavioral, academic, and attitudinal skills needed to enable students to continue to develop basic competencies and attitudes, which will ultimately reduce dropouts, non-promotions, and suspensions.

B. General Approach

The "In-School Suspension" class is a self-contained classroom with the project teacher providing individual attention and instruction as needed by these students. Students suspended from their regular classroom would be referred to the project teacher by the principal or assistant principal for a varied number of days depending upon the extent and seriousness of their misbehavior. This supplement to the regular classroom program will enable the student to be mainstreamed back to the regular school program with work completed as assigned by the regular teacher(s). An individual behavior contract will be developed while in the program, and will be signed by the target student with copies going to the regular teacher and parent.

The program teacher will incorporate procedures for identifying potential dropouts among total school population, initiating counseling sessions with identified students for the purpose of developing individualized educational program plans.

Close coordination between total school staff, parents, community resource agencies, and the project teacher is important for successful results.

C. Program Operation will proceed as follows:

1. Students identified as potential dropouts

2. The In-School Suspension Class

(Each year the principal sends an information sheet to parents explaining how "in-school suspension" will be operated.)

a. Referral/Admission Procedure:

(1) Referrals may be initiated by teachers, principal, assistant principal, and parents.

(2) The principal and/or the assistant principal are the only persons authorized to place students in "in-school" suspension."

(3) Referrals are written, specific, and should include all written documentation describing why the student is an appropriate candidate for this program.

(4) Appropriate forms needed in the referral/placement process will be utilized and maintained in an individual student file.

(5) Parent permission for placement will be done.

b. Admission Criteria:

(1) Admission criteria will center around "at risk" behaviors. Students who demonstrate one or more of the following characteristics may be referred for consideration for admission into the "In-School Suspension" class: disruptive and unmanageable behavior patterns, destructive behaviors, negative social interactions, disregard for classroom and school rules, skipping class, refusal to obey, misbehavior on bus, etc.

(2) Students identified as potential dropouts.

c. Population:

(1) The target population for this program will be any student who demonstrates one or more of the characteristics described in the section on admission criteria.

(2) Written documentation of the identified problem areas will be required in the initial referral along with information concerning efforts to correct these problems and suggestions for future action.

d. Meeting Project Objectives/Activities:

(1) Initial Placement

(a) Based on identified student needs, referral and background information, an individualized behavior contract will be developed and signed by student.

(b) Referring teacher will send class work to be completed by a student.

(c) Parent contact will be made.

(2) Program Organization

(a) Materials (Classroom teacher is responsible for getting the needed materials to the student while in the program.)

(b) Instructional Staff

Instruction will be primarily the responsibility of the program teacher. This teacher will be employed as a regular teacher, 7 1/2 hours per day, 5 days per week, and has the following responsibilities.

The program teacher ---

-- Provides an atmosphere conducive to learning with strict supervision of all student activities.

-- Contacts each classroom teacher for assign ments so that the student can keep up with current class work.

-- Provides individualized instruction to help the student do assigned work.

-- Provides individual and group guidance sessions.

-- Provides opportunities for students to develop positive self-images.

-- Provides opportunities for students to exper- ience success in school work.

-- Coordinates efforts of total staff, community resources, and school district resources for the purpose of meeting program objectives and meeting needs of target students.

-- Maintains appropriate, adequate records for program monitoring and evaluation.

(1) Date student entered
(2) Date student left program
(3) Reason for placement in program
(4) Grade
(5) Age
(6) Sex
(7) Race
(8) Name

(c) Instructional Time

The "In-School Suspension" program will operate on a regular 7 1/2 hour school day schedule, 5 days per week.

(d) Program Time Span

The program will operate within the schedule for the regular school system calendar.

(e) The Project Director

1) The responsibility of directing the "In-School Suspension" program will be assigned the Director of Secondary Education.

2) Responsibilities of the director will include:

-- Coordinates staff development activities and workshops with the Director of Staff Development.

-- Monitors project implementation on at least a monthly basis.

-- Provides the Wayne County Board of Education with written and oral reports on request.

-- Prepares and sends reports as requested by the superintendent, assistant superintendent in charge of curriculum, and the State Department of Public Instruction.

-- Serves as a liaison between school, central office, and community concerning program operation.

(f) Program Administration

1) The principal and assistant principal are responsible for supervision of program.

2) The assistant superintendent in charge of curriculum will have the primary responsibility of administering the program.

3) The Director of Secondary Education will be responsible for staff development, monitoring program, and on-going evaluation. An end-of-year report will be made.

VI. Monitoring/Evaluation Criteria

The following information will be compiled in an Annual Report to aid in monitoring and evaluating the project.

A. The extent of reduction of the number of students who were suspended or expelled from the program schools, dropped out of school, and not promoted to the next grade.

B. The number and percent of students assigned to program who returned to class with their assigned work completed.

C. The number of students served by the project during the report period with a statistical breakdown of the following:

(1) Date student entered
(2) Date student left program
(3) Reason for being in program
(4) Grade
(5) Age
(6) Sex
(7) Race
(8) Name

D. The total number of students terminated from the program during the report period before completing with a breakdown of reasons for termination.

E. The average daily student population within the program during the report period.

F. The average length of time a student remained active in the program.

G. The average total cost per day for a student served by the program for the report period.

H. The amount and type of counseling and other services provided to each youth served by the program.

I. The number of conferences/consultations with referring teachers.

J. The identification of any significant problems encountered by the program in dealing with the students, other agencies, or the community, and any other data and information relative to the progress of the program toward its specific goal and objectives as stated.

K. Individual student record files which contain observational reports on student behavior and academic progress, documentation of parental contacts, student contracts, and parental permission slips.

L. The extent and number of students entering the "In-School Suspension Class" more than one time.

W/B1-8

APPENDIX I

REPORTING FORMS

DURHAM CITY SCHOOLS

ISS STUDENT FILE

Name _____ Grade ____ Homeroom _____

Address _____ Age ___ Sex ___ White Black Other

Parent or Guardian _____ Home Phone _____

Business Phone _____

Placement in ISS

(Dates) Started _____ Reason for In-School Suspension

Total Days 3 5 10 ____ a. Undisciplined/Disrespectful

Parent Contacted: _____ ____ b. Violent Behavior

By Whom: _____ ____ c. Property Destruction

What Method: Phone Home Visit ____ d. Theft

Other School Visit ____ e. Rules Violation

Written notice sent _____ ____ f. Truancy

Referring teacher _____ ____ g. Other - Specify _____

Placement authorized by: _____

_____ _____

_____ Explanation _____

Student's Signature _____

Student Schedule:

Period	Teacher	Subject
HR	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____

Follow-up

Behavior change of student after returning to regular classes:

Behavior Improved _____

Remained the Same _____

Behavior Worsened _____

ORANGE COUNTY SCHOOLS

Student Athlete Weekly Report*

STUDENT ATHLETE (Print) _____ _____
Last Name First Name

Reporting Period (Circle one, please)

(Month) (Week)
Sept., Oct., Nov., Dec., Jan., Feb., Mar., Apr., May 1, 2, 3, 4, 5

Period	Subject	Teacher	Teacher's Initials	Estimated Wk. Grade	General Comments (Good/Bad)
1					
2					
3					
4					
5					
6					
7					

Teachers: Please fill out this card each Friday for each of our students involved in O.H.S. athletics.

*Any student who attempts to falsify information supplied by teachers on this SAWR faces severe disciplinary action and possible removal from O.H.S. athletic teams. This card must be turned in to your respective coach/advisor as they instruct you to do so. All cards will be kept on file for 1 school year.

MONTHLY REPORT FORM
REASON FOR SUSPENSION

Orange County Schools

SCHOOL _____ MONTH _____

	SUSPENSION					IN-SCHOOL SUSPENSION			
	WF	BF	WM	BM	DAYS LOST	WF	BF	WM	BM
1. Refused to follow school rules									
2. Misbehavior at school									
3. Misbehavior on the bus									
4. Disrespectful behavior									
5. Skipping class or homeroom									
6. Truant from school									
7. Smoking									
8. Fighting									
9. Possession of drugs									
10. Possession of alcohol (or on breath)									
11. Possession of a weapon									
12. Trespassing									
13. Car or parking lot violation									
14. Leaving campus without permission									
15. Damage to school property									
16.									
TOTAL									

90

91

GUILFORD COUNTY SCHOOLS

ALC TEACHER _____

SCHOOL _____

(1) Student's Name
(2) A=Alternative to Suspension
I=In-School Suspension
(3) M=Male; F=Female
(4) W=White; B=Black; O=Other
(5) Student's Grade Level
(6) Date Assigned to ALC
(7) Number of days assigned to ALC
(8) Was this combined with any other action (e.g., corporal punishment or 4 days In-School suspension 3 days Out-of-School suspension)?
(9) Were the parents notified of the assignment to ALC?
(10) Occurrence - was this the 1st, 2nd, etc., assignment to ALC?
(11) Describe the behavior that resulted in assignment to the ALC (e.g., fighting).

(1) Student	(2) Program	(3) Sex	(4) Race	(5) Grade	(6) Date	(7) Length	(8) Other Action	(9) Parents Notified	(10) Occurrence	(11) Behavior

GUILFORD COUNTY SCHOOLS
SUMMARY OF IN-SCHOOL SUSPENSION MONTHLY DATA REPORTS

SCHOOL	NUMBER STUDENTS	PROGRAM		SEX		RACE	
		ALC	ISS	M	F	W	N-W

PLEASE RETURN ON THE LAST WORK DAY OF EACH MONTH TO:

BEHAVIORS

SCHOOL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

REASONS FOR SUSPENSION

01 TRUANCY AND LEAVING SCHOOL

02 SKIPPING CLASS AND TARDINESS

03 REPEATED SCHOOL VIOLATIONS

04 PROFANITY

05 SMOKING

06 USE OF MARIJUANA

07 USE OF ALCOHOL

08 USE OF PILLS

09 DANGEROUS WEAPONS

10 FIGHTING

11 MISCONDUCT ON BUS

12 ASSAULT

13 VERBAL ABUSE

14 CONFLICT WITH TEACHER

15 DISRESPECTFUL

16 DISRUPTIVE BEHAVIOR

17 INSUBORDINATION

18 FAILURE TO FOLLOW INSTRUCTIONS

19 DESTRUCTION OF PUBLIC PROPERTY

20 DESTRUCTION OF PRIVATE PROPERTY

21 THEFT

22 OTHER